



**ARTS WORK V CONFERENCE – NOVEMBER 6-8, 2011**

**Sample Session and Workshop Descriptors**

**Sessions marked [F] are delivered in French.**

***More to come, so be sure to check back!***

## **SESSION 1: November 7, 9:00-11:30 am**

### **ARTS AND CULTURE INTEGRATION**

#### **Cartooning, Kevin Woolridge [K-6]**

Participants will learn the basics of cartooning: panel layout, lettering, expression, character design and the 'golden rules of cartooning.' Clinic will include discussion in using these techniques in the classroom and hands-on instruction in drawing and making mini-comics. [MAX 40]

#### **Oral History, Mark Cormier [7-12] [F]**

#### **Graphic Novels, Wallace Ryan [10-12]**

This session will open with a history of graphic literature from the Bayeux Tapestry to today's work of "Maus" and "Essex County". This section will be followed by an examination of milestones from the world of graphic literature. Participants will then apply these sessions and make their own comic book page using the appropriate tools and techniques of the trade. [MAX 25]

### **MUSIC**

#### **Kodaly, Ki Adams [K-6]**

#### **Teaching from the Podium: String Repertoire and Rehearsal Techniques, Sean Conway [4-12]**

The workshop will focus on techniques unique to bowed string instruments in school and community ensembles. Common problems (and solutions) with the instruments themselves as well as student set-up issues will be addressed. Other topics will include choosing repertoire, key signatures, articulations, bowings and rehearsal strategies appropriate to every level. Student technique checklists suitable for beginning string programs through to high school orchestras will be covered with a goal towards providing any music teacher (regardless of their own instrumental background) with the necessary skills to run a successful string program. [MAX 40]

### **Recording, Kevin Pinhorn [10-12]**

This workshop is intended to give educators a working knowledge of “project studio”-style recording. This manner of recording, usually direct to a computer, requires minimal investment of money, thus making it very accessible. A late model computer and some free software is enough to get started. The workshop will explore the basics of the nature of sound, with an emphasis on recording. It will cover such topics as microphones and their placement, signal flow, equalization, digital sound theory, DAW (digital audio workstation, i.e. Sonar) operation, and more. The workshop will begin with a discussion of key topics before moving into practical demonstration. Delegates are welcome to bring their own laptops if they are already acquainted with a specific piece of audio software. **[MAX 20]**

### **Contemporary Dance, Lynn Panting [6-9]**

Contemporary Dance describes an endless array of dance styles and techniques. From deeply disciplined technical training to the exploration of the body in space, contemporary dance encompasses it all. Popularized by the TV show ‘So You Think You Can Dance’, Contemporary Dance is growing in popularity and momentum. Although the technical elements of contemporary are best left to trained professionals, everyone has access to the expressive and innately human elements of Contemporary Dance. This workshop will concentrate on the appreciation and interpretation of Contemporary Dance choreography through video presentation. We will also explore the expressive ability of the body through a series of simple exercises.

## **THEATRE**

### **Scene on Your Feet, Aiden Flynn [7-12]**

#### **Stage Production, Victor Tilley [7-12]**

Starting at the beginner level, this workshop is designed to give educators a basic understanding of how sound and lighting systems work with emphasis on their use in theatrical productions. Participants will be able to confidently set up and use any system commonly found in a school setting, and become better armed to answer questions from budding technicians.

Participants will understand the components of a sound system and effective use of a microphone. What each part does and why they are connected the way they are. They will learn simple steps to combat feedback and gymnasium echo. Also participants will learn about a lighting rig, including fixture types – choosing the right lamp for the job - and tips on focus, colour use, effect and programming the console.

### **Voices for Change: Reader’s Theatre and Social Justice Unite, Anne Burke [K-6]**

Become Agents of Change! Explore how Reader’s Theatre as a teaching method can be used with your students alongside social justice picture books to critically engage young learners to become socially and globally conscious of the plight of others in our world. This workshop will engage participants in a number of classroom building exercises, which introduce reader’s theatre as an active inquiry of performance. Exploration of key global social justice issues and themes will be shared through drama techniques using a critical selection of resources. **[MAX 20]**

### **Character Masques - Masques de personnages, Chris Driedzic [7-12] [F]**

Comment peut-on utiliser un masque pour devenir quelqu'un d'autre? Qu'est-ce que le fait de devenir un personnage nous permet d'apprendre à propos de notre sujet et/ou de nous-mêmes? L'exploration

d'un personnage est un très bon moyen d'améliorer notre apprentissage de la littérature, l'histoire, les sciences humaines, les arts de la langue et bien sûr, le théâtre.

Dans cet atelier, nous allons découvrir comment nos élèves peuvent utiliser des objets communs pour se transformer et découvrir les personnages. L'atelier comprendra une présentation du travail de masques d'étudiants précédents, un projet pratique aboutissant à la création d'un masque, et une exploration théâtrale culminante de votre masque de personnage.

Un accent sera mis sur la création de masques originaux et individuels qui permettront aux élèves (et à leurs enseignants!) d'explorer leurs propres processus de création, chacun à son propre niveau. Grâce à l'utilisation de matériaux recyclés, de vieux vêtements et de quelques fournitures d'artisanat simples, les participants à l'atelier découvriront un moyen super créatif et peu cher pour fabriquer et utiliser des masques de personnages dans le cadre de leurs activités de classe. [MAX 20]

## **VISUAL ART**

### **Printmaking, Anita Singh [K-6]**

This workshop will explore various printmaking techniques that K-6 teachers can bring into their classrooms. Participants will experiment and gain hands-on experience while creating a series of their own original artwork samples. Teachers will learn techniques for carving by creating relief 'plates' using polystyrene and Easycut. Participants will explore monochrome and monotype which are drawing and painterly type techniques as well as, collagraph prints which are made by building up a 'plate' using a collage-like process. Participants will learn how to ink their 'plates' and print their artwork by transferring the ink onto paper by using a wooden spoon, barren and a small printing press. [MAX 20]

### **Artist Bookmaking, Tara Bryan [K-6]**

Book structures are easy to learn and can be used for all sorts of projects, from pocket sketchbooks to maps to special reports and story books that can be photocopied to make an edition. In this workshop, participants will readily use accessible materials to make a series of folded book structures and learn to add simple pop-ups. Basic folding and cutting skills and a willingness to play are all that's required! [MAX 30]

### **Digital Media, Roger Maunder [7-12]**

A basic introduction on how to develop and create a short film/video with today's technology. [MAX 20].

### **Fibre Art, Susan Furneaux [7-12]**

Participants will be introduced to a number of simple and cost effective textiles art techniques that can easily be linked to curriculum both in the arts and sciences. The teaching resource kits "What We Wear" and the "Design Binder", created by the Craft Council of Newfoundland and Labrador, will be highlighted in the session. Both of these kits, available by loan from the Craft Council of Newfoundland, are user-friendly and can be applied to multi-grade curriculum. The kits are beneficial to instructors who are experienced in fibre techniques as well as those who have limited fibre art experience. Delegates should bring along an old shirt that they can use to experience a 'fashion reworking' session. [MAX 25]

## **LUNCH and LEARN November 7, 11:30 am – 1:00 pm**

### **Cultural Connections, Mary Dinn, Karen Hewett and Ken Murphy, K-12**

The session provides a brief overview of arts in education programs offered and supported under the government's provincial K-12 arts and cultural strategy.

## **SESSION 2 November 7, 1:00-3:30 pm**

### **ARTS AND CULTURE INTEGRATION**

#### **Rug Hooking, Catherine McCausland [4-12]**

This workshop will offer both an overview of rug hooking basics and an interactive session, enabling participants to learn to create stitches and assess the success of the skills taught. Participants will learn the basic stitch, stitch height and spacing. A beginner's kit will be provided that includes a hoop, hook, burlap and fabric which will serve as an example of the tools and materials required as well as facilitate further practice at home.

In the presentation, there will be a review of the tools and materials and the method of transferring design with examples shown. Time will be spent dealing with common learning problems and solutions when teaching rug hooking. Suggestions will be given for setting up projects with different degrees of complexity, for individuals as well as groups. [MAX 20]

#### **Hobby Horse Making, Dale Jarvis [7-12]**

This is not your typical children's toy—the common horse-head on a stick. No, no, we're talking about something a bit more frightening. With wandering bottle cap eyes and nails for teeth, the Christmas mummer's 'hobby horse' or 'horsey-hops' is an odd creature. You can hear the jaws of the hobby horse 'snocking' loudly as it bumbles around. Not every community in the province had the hobby horse, and many Newfoundlanders and Labradorians have never heard of the practice. People can come, learn about the tradition, and discover how to build a hobby horse of your own. [MAX 30]

#### **Tufting, Emily Dickmann [9-12]**

This workshop would demonstrate how to prepare materials for tufting with caribou hair. Participants would learn how to cut the size of caribou hair and how to shape it and stitch it on to the material, as well as how to sculpt the different flower petals. The completed picture could be placed in a frame to give it a finished look [MAX 20].

### **MUSIC**

#### **Teaching from the Podium: Band Repertoire and Rehearsal Techniques, Jason Caslor [7-12]**

This session will offer practical strategies and curricular links for the large instrumental ensemble rehearsal process. Some of the topics to be addressed include: Repertoire Selection, Ensemble Assessment, Score Study, Conductor as Collaborator, and Rehearsal Techniques. This session will include both a PowerPoint presentation component as well as an interactive demonstration featuring the MUN Wind Ensemble. Delegates are encouraged to bring their instruments and join the band! [MAX 50]

### **Percussion Improvisation, Rob Power [4-9]**

A hands-on exploration of improvisation using percussion instruments in two different contexts: *Samba!* will feature Brazilian Samba rhythms using traditional Samba instruments (or typical substitutions). Participants will learn the basic techniques and traditional rhythms of Brazilian instruments such as tamborim, pandeiro, quica, surdo, reco-reco, and ganzá. This will then be applied to the performance practices of call/response, soloing, and accompaniment. *Listen Up!* will focus on group composition using home-made instruments and found objects. The group will explore the basics of sound production from found objects (metal, wood, etc). With a strong focus on listening, participants will learn to compose basic frameworks for successful improvisation that can then be applied to any group setting, using any available sounds. [MAX 24]

### **Songwriters' Workshop, Sean Panting [7-12]**

This is an introduction to songwriting methods, concentrating primarily on lyric writing. We will cover a variety of ways to get started including brainstorming, improvisation, and random lyric generation. Learn about parody as well as song structure, rhyme schemes, storytelling elements in song, the science of editing and the art of getting out of your own way.

### **Music in the FFL and FI Music Classroom, Mary Jane Maloney [K-6] [F]**

Cette session a été conçue pour les professeurs qui enseignent en français langue primaire, immersion française, français de base ou français intensif, aussi bien que les professeurs de musique qui enseignent dans les écoles où l'immersion française est disponible. Les participants apprendront une variété de chansons avec des mouvements de danse et d'autres actions qu'ils pourront utiliser dans leurs salles de classe. Portez des vêtements et des souliers confortables. Venez prêts à bouger – on s'amusera bien! [MAX 30]

## **THEATRE**

### **The Stage 101, Beni Malone [K-6]**

This workshop will give educators a real taste of how circus arts can open new pathways to creative physical self-expression for their students. Hands-on demonstrations of unique icebreakers, warm-ups and theatre games will set the stage. Step-by-step teaching methods will illustrate how the circus arts, such as juggling and plate spinning, can challenge and delight your students. Fun and interactive, this workshop will have participants juggling scarves and imagining new possibilities for physical activity.

### **Character Masks, Chuck Herriott [7-12]**

Chuck's workshop on character masks has become very popular with schools through the Visiting Artists Program. Chuck will guide you through the process of utilizing these masks in the classroom – the masks, designed by Chuck, have consistently demonstrated their/his ability to give confidence to the shyest of students to the amazement of teachers everywhere. Come prepared to have fun. This is not a mask making demonstration. [MAX 40]

### **Set Design and Believable Props on a Budget, Rosanne Hicks [7-12]**

You've finally found the perfect play to match the quantity of students you're dealing with. There's only one problem. You have to create an alternate reality with \$200 and the cardboard boxes you found in the janitor's room. Not to worry. The magic of theatre is most often created with glue, paint and the tiniest of budgets. It's time to get in touch with your inner MacGyver. So roll up the sleeves of your

painting clothes and come for an afternoon of “how to”. We will find ways to rework everyday items to create the props and set pieces we need. We’ll get you thinking on the cheap to create specialty pieces from scraps and art supplies. There will be provision of resource and reference material. We will learn how to construct the basic mainstays of staging that can be used for years to come. **[MAX 30]**

#### **Storytelling, Mark Cormier [K-6] [F]**

Le conte traditionnel de langue française et son utilisation en salle de classe.

La richesse de la tradition du conte oral chez les Franco-Terreneuviens n'est plus à démontrer.

Elle a fait objet de quelques publications, dont celle de Gerald Thomas intitulée LES DEUX TRADITIONS.

Plus de 150 contes traditionnels ont été recueillis par des folkloristes dans les trois communautés francophones de la presque île de Port-au-Port. Le but de cet atelier est de partager mes expériences avec le conte en salle de classe. Les possibilités d'adaptation du conte en milieu scolaire sont multiples et plusieurs activités spécifiques sont possibles. En plus de réaliser des activités pédagogiques complémentaires, les enseignants pourront viser l'intégration des contes traditionnels dans l'enseignement du français et des arts.... **[MAX 25]**

### **VISUAL ART**

#### **Printmaking, Janet Davis, [7-12]**

Participants will receive instruction on how to design and carve a small linoleum printing plate, roll ink onto the plate, and print the image onto natural fibre paper using a table top method. Instructor Janet Davis will also discuss the different forms of printmaking to bring better understanding of the medium.

#### **Drawing: White on White Still Life, Jim Maunder [7-12]**

We will begin with some basic information about materials, shading, and light. Using all white objects, participants will learn how to define objects with light and shadow, learn simple sight measuring techniques to solve problems of proportion and depth, and other basic drawing issues. **[MAX 24]**

#### **Animation and Digital Storytelling, Julie Lewis [K-6]**

Once upon a time, I came home, and there was a lion on my bed. I made pancakes, lured him away, and tried to tell my brother, but he didn't believe me . . .

Storytelling has not changed for centuries, and a good story should have fun drawings for children to create. With simple (I promise!) free, downloadable software, some paper, and a scanner or camera, students have the ability to use mathematics, storytelling skills, and reasoning to create their own animated cartoons. Using sheets of paper in sequence, the students create a story as a digital leica reel.

In one week, a real 3-5 minute film is something a class is really proud of! Examples from Disney's artist Francis Glebas, in 'Directing a Story' (Pocahontas, Aladdin), will be highlighted. **[MAX 40]**

#### **Sculpture, Annette Manning [K-6]**

Participants will create hanging mobile artworks using objects found on a walk in the park or woods and wax paper/melted crayon drawings. A beautiful light-catching mobile is created from drawing simple shapes and melting crayon shavings on wax paper. **[MAX 25]**

## **SESSION 3 November 7, 3:30 – 4:30 pm**

### **Speed Consulting, K-12**

This is an open and informal gathering of AWC clinicians/artists in one space. It will provide delegates with an opportunity to consult with and engage the expertise and insight of session clinicians.

## **SESSION 4 November 8, 9:00-11:30 am**

### **ARTS AND CULTURE INTEGRATION**

#### **Oral History, Jillian Gould [7-12]**

Folklore and oral history in the classroom underscore new perspectives in learning and teaching that other disciplines do not. It is only through exploring our own folklore – the expressive customs we share with each other in everyday life – that we are able to understand where we come from: our families, our communities, and the larger world we live in. This workshop introduces the tools and methods of folklore and oral history, as well as hands-on activities and exercises teachers can bring back to the classroom – encouraging positive responses to culture and creativity, in fun, unique and meaningful ways. [MAX 20]

#### **Google Maps, Jedediah Baker [K-6]**

This workshop is designed to teach you how to use the Google Maps feature My Maps to create dynamic, interactive maps for use in your classroom. During the course of the morning you will be introduced to My Maps, and explore its use on a neighborhood, city, country, and world-wide-scale. You will learn how to add text, links, photos, and videos to place markers on your map, and how to share it with others. After an overview and sample project, time will be used to work on individual maps with one-on-one assistance.

Session will require the use of wifi-enabled laptops and Gmail accounts and will be outfitted accordingly. Should attendees already have their own wifi-enabled laptop, they are encouraged to bring them along. Coming to the session with an idea of a project you'd like to do would be great, but not necessary.

[MAX 20]

#### **Creative Movement, Lynn Panting [K-12]**

Creative Movement encourages free expression and introduces the basic elements of dance, including rhythm, movement quality, space, body awareness and shape. The child's imagination and self-esteem are encouraged and strengthened through dance. In this workshop we will explore how to incorporate elements of Creative Movement into the classroom through discussion, music appreciation and intuitive human movement.

## **MUSIC**

### **Orff, Rose Suter and Angela Warren [K-6]**

Come join in a session of singing, playing, moving and learning. Participants will explore and engage in a variety of applications of the Orff-Schulwerk process through children's literature, singing games, listening and moving in the K-6 classroom. Please bring along your soprano recorders and wear comfortable clothing.

### **Teaching from the Podium: Traditional Repertoire and Rehearsal Techniques, Jean Hewson, Christina Smith and Daniel Payne [4-12]**

This workshop will explore the traditional music of Newfoundland and Labrador with particular attention paid to the art of passing it on and fostering a culture of musicality in your school and community.

### **Stage Production, Victor Tilley [7-12]**

Starting at the beginner level, this workshop is designed to give educators a basic understanding of how sound and lighting systems work with emphasis on their use in theatrical productions. Participants will be able to confidently set up and use any system commonly found in a school setting, and become better armed to answer questions from budding technicians.

Participants will understand the components of a sound system and effective use of a microphone. What each part does and why they are connected the way they are. They will learn simple steps to combat feedback and gymnasium echo. Also participants will learn about a lighting rig, including fixture types – choosing the right lamp for the job - and tips on focus, colour use, effect and programming the console.

### **Improvisation, Paul Bendzsa [7-12]**

The purpose of this workshop is to introduce participants to the art and practice of creative improvisation. Without the constraints of printed music, the workshop aims to illustrate the benefits of improvised play, to encourage and develop individual and collective music making, to heighten communication and rapport among individuals, and to provide an effective and supportive environment for the growth of personal confidence and imagination.

The initial concepts of the workshop will be introduced through the use of a large gymnastics ball. Collective ball-play will enable the ensemble to experience deep and relaxed breathing, eye contact and physical rapport. From this, the improvisation/play proceeds to the use of voice and body to explore the basic elements of music – rhythm, melody, timbre, harmony and form – through a series of creative exercise. **[MAX 20]**

## **THEATRE**

### **Character Masks: Making and Using Chuck Herriott [K-6]**

Chuck's workshop on character masks has become very popular with schools through the Visiting Artists Program. Chuck will guide you through the process of utilizing these masks in the classroom – the masks, designed by Chuck, have consistently demonstrated their/his ability to give confidence to the shyest of students to the amazement of teachers everywhere. Come prepared to have fun. This is not a mask making demonstration. **[MAX 40]**



**Drama for Primary, Louise Moyes [K-3] [F]**

For children, imagination, learning and the physical go hand in hand. Louise Moyes' workshops in physical theatre are an ideal vehicle for finding the link between that fact and curriculum at all levels in our schools. In Newfoundland, Moyes' teaching methods have the dual effect of fulfilling teachers' overall mandate to develop students' awareness and knowledge of the French culture and language of our province, as well as teaching English and Irish heritage.

**Storytelling, Dale Jarvis [7-12]**

Storyteller Dale Jarvis will walk teachers through the process he uses to teach storytelling techniques to older students and adults, with a focus on using Newfoundland and Labrador ghost stories and fairy stories to win over teen and preteen audiences. If you want to learn a ghost story for your repertoire, or find out how to get your students performing their own stories, this is your workshop. Dale will walk you through the storytelling-learning process he uses with both adults and kids, and give you a chance to try it for yourself. [MAX 20]

**Scene on Your Feet - Sur vos pieds!, Chris Driedzic [7-12] [F]**

La construction d'une scène théâtrale est une façon excellente d'explorer et de présenter des idées dans n'importe quelle discipline. Cela permet aux élèves d'explorer le contenu d'un sujet et de prendre confiance de présenter dans le confort d'un groupe et sous le couvert d'un personnage. Et bien sûr, c'est créatif et amusant!

L'atelier *Sur vos pieds!* présentera une méthode d'utilisation de la physicalité comme point de départ pour la construction de scènes, donnant alternative au théâtre classique basé sur le scénario. Cet atelier impliquera un travail à partir de tableaux, des groupements de personnes physiques immobiles, développés à partir de matières de source. Nous allons ensuite examiner comment ces tableaux peuvent prendre des mesures pour créer une scène. Les participants à l'atelier apprendront à créer un texte inspiré par le mouvement, comment créer un mouvement inspiré par la forme et comment créer une scène théâtrale de leur propre imagination. Ce projet simple requiert un minimum de ressources, est extrêmement accessible et peut fonctionner dans les classes de tout niveau d'âge. [MAX 20]

**VISUAL ART****Painting, Anita Singh [K-6]**

This workshop will explore various painting techniques that K-6 teachers can bring into their classrooms. Through examples, demonstration, handouts and hands-on experience, participants will learn about mixing colors, creating tints and shades, how to draw and paint simple shapes and make them appear three-dimensional, working with themes, getting ideas on paper, composition considerations, layering paints, and mixing other mediums and techniques. We will work with water color, tempera and acrylic paints, and various types of brushes, canvas board, water color paper and cardstock papers. [MAX 25]

**Drawing: The Plantness of the Plant, Jim Maunder [K-6]**

Starting with very quick contour drawings of a big-leafed plant, participants will learn to let go up-tightness about drawing and simply capture the 'plantness of the plant'. With gradually longer drawings, and a fun surprise or two, they will increase the detail and build their comfort level and confidence. Finally they will explore light and shade. A fun and lively session which can be adapted for different age groups. [MAX 24]

**Digital Media, Roger Maunder [7-12]**

A basic introduction on how to develop and create a short film/video with today's technology. [MAX 20].

**Fibre Art, Susan Furneaux [7-12]**

Participants will be introduced to a number of simple and cost effective textiles art techniques that can easily be linked to curriculum both in the arts and sciences. The teaching resource kits "What We Wear" and the "Design Binder", created by the Craft Council of Newfoundland and Labrador, will be highlighted in the session. Both of these kits, available by loan from the Craft Council of Newfoundland, are user-friendly and can be applied to multi-grade curriculum. The kits are beneficial to instructors who are experienced in fibre techniques as well as those who have limited fibre art experience. Delegates should bring along an old shirt that they can use to experience a 'fashion reworking' session. [MAX 25]

## **ROUNDTABLE LUNCHEON November 8, 11:30 am – 1:00 pm**

**Roundtable Focus: Habits of Mind for Arts Education in the 21<sup>st</sup> century, K-12**

**Facilitator: Dale Jarvis Panelists: Aiden Flynn, Alex Hickey, Ken Murphy and Andrea Rose.**

Twenty-one Fortune 500 companies determined that creativity and innovation, collaboration, problem solving, critical thinking, global awareness, and media and technology literacy were essential skills for both current day and the future. Such skills involve "higher order" thinking in which the arts are well positioned and uniquely powerful in fostering habits of mind that can make students successful in these skill sets, their invaluable aesthetic impact, notwithstanding. Providing 21st century learners with opportunities to learn in and through the arts within the education system is essential.

Within the province of Newfoundland and Labrador, the value of arts education is embraced. Learning in and through the arts is evidenced in the mandatory arts curricula and the integration of the arts in the delivery of other curricula. Arts education is supported via foundational resources and trained arts educators as well as further supported and enriched beyond the school walls via engagement of community artists, collaborations/partnerships with arts/education organizations, professional learning opportunities and access to complementary arts programs.

In building on this foundation, what are the "habits of mind" that we, as educators in the province of Newfoundland Labrador, need to cultivate in meeting and challenging the needs of the 21st century learner?

## SESSION 5 November 8, 1:00-3:30 pm

### **ARTS AND CULTURE INTEGRATION**

#### **Digital Storytelling, Marlene Brooks [7-12]**

Implementation of 2d and 3d media is becoming an expected component of instruction rather than an anomaly. The objective is to provide students with opportunities for immersive learning where - discovery, exploration, experience, and activity is the foundation. DELTS in collaboration with the Miawpukek First Nations of Conne River, Newfoundland and Cupids 400 Celebration Education Committee provide examples of how cultural and historically significant stories can be digitally preserved to provide immersive learning opportunities. This presentation focuses on the creation of digital storytelling using various technology.

During the presentation participants will explore the digital stories of "Mujinji Becomes A Man" and "John Guy and the Settlement of Cupids" through exploration of the virtual islands in Second Life, websites and video. It is recommended that attendees contact mbrooks@mun.ca prior to the session to obtain access to project component information, instructions for participating in virtual story islands, and to obtain a premade avatar. [MAX 32]

#### **NL Music: Musicians, Styles, Instruments, Dance, Fergus O'Byrne and Jim Payne [10-12]**

This workshop will explore strategies for getting students interested in traditional music through relating it to other disciplines in the school curriculum, participation, supplying teachers with suitable material for work with students, and finding other compatible resources within the community. [MAX 30]

#### **Dance/Movement, Martin Vallée [K-12] [F]**

### **MUSIC**

#### **Composition, Andrew Staniland [7-12]**

Teaching the craft of composition to young students can be a daunting task. From an early age, many students assume that composition is the arena only for the genius of the past (Bach, Beethoven). This session will present some of composer/educator Andrew Staniland's composer-in-the-classroom techniques in a hands-on workshop format. Basic musicianship is required. [MAX 20]

#### **Drum Circles, Rob Lee [K-6]**

A drum circle is a hands-on, interactive approach in circle format, where people play mainly hand drums and percussion instruments. They can be absolute beginners or experienced drummers. Often a facilitator leads them on a fun journey of improvised rhythm creation.

It only takes a few moments from first touching a drum to joining in and being fully engaged in the excitement of connecting with others and creating music. Even a reluctant student will soon clearly see what to do and feel that they can make a valuable contribution in the developing drum song. No experience or knowledge is needed, just your smile and a willingness to have fun. You will come away with new drum circle concepts, rhythm making strategies and interactive activities.

### **Teaching from the Podium: Choral Repertoire and Rehearsal Techniques, Kellie Walsh [7-12]**

The repertoire hunt! In the first part of the session participants will sing through a wide range of repertoire for choirs of all ages and grade levels. **Sing out strong!** The second part of the session will focus on developing and expanding choral tone, sight reading skills, musical expression, and facial expression during the choral rehearsal.

### **Technology in the Music Classroom, Kelley Fewer [K-9]**

This session is designed for music educators who are comfortable using the SMART Notebook software and its basic functions, and who wish to access the tools to build more media-rich and interactive lesson activities. This hands-on session will provide participants the opportunity to: explore the Notebook Gallery for lesson activities and templates; integrating media (audio and video) into lesson activities; and access SMART Exchange (and other education resource sites) to download existing lesson activities and modify them to facilitate delivery of the music curriculum. Educators will also have the opportunity to explore other relevant Internet and software resources. **[MAX 20]**

## **THEATRE**

### **Storytelling, Mark Cormier [7-12] [F]**

Le conte traditionnel de langue française et son utilisation en salle de classe. La richesse de la tradition du conte oral chez les Franco-Terreneuviens n'est plus à démontrer. Elle a fait objet de quelques publications, dont celle de Gerald Thomas intitulée LES DEUX TRADITIONS. Plus de 150 contes traditionnels ont été recueillis par des folkloristes dans les trois communautés francophones de la presqu'île de Port-au-Port. Le but de cet atelier est de partager mes expériences avec le conte en salle de classe. Les possibilités d'adaptation du conte en milieu scolaire sont multiples et plusieurs activités spécifiques sont possibles. En plus de réaliser des activités pédagogiques complémentaires, les enseignants pourront viser l'intégration des contes traditionnels dans l'enseignement du français et des arts.... **[MAX 25]**

### **The Stage 101, Beni Malone [7-12]**

This workshop will give educators a real taste of how circus arts can open new pathways to creative physical self-expression for their students. Hands-on demonstrations of unique icebreakers, warm-ups and theatre games will set the stage. Step-by-step teaching methods will illustrate how the circus arts, such as juggling and plate spinning, can challenge and delight your students. Fun and interactive, this workshop will have participants juggling scarves and imagining new possibilities for physical activity.

### **Storytelling, Dale Jarvis [K-6]**

Storyteller Dale Jarvis will walk teachers through the process he uses to teach storytelling techniques to students in Grades 4-6. If you've never told a story before, or want practical suggestions on how to get your students standing and performing stories, this is the workshop for you! Dale will walk you through the easy process he has used to get hundreds of kids telling their own tales, with some suggestions for storytelling games and interactive storytelling activities. You WILL tell a story in this workshop before you leave! **[MAX 20]**

### **Masques de personnages, Chris Driedzic [K-6] [F]**

Comment peut-on utiliser un masque pour devenir quelqu'un d'autre? Qu'est-ce que le fait de devenir un personnage nous permet d'apprendre à propos de notre sujet et/ou de nous-mêmes? L'exploration d'un personnage est un très bon moyen d'améliorer notre apprentissage de la littérature, l'histoire, les sciences humaines, les arts de la langue et bien sûr, le théâtre.

Dans cet atelier, nous allons découvrir comment nos élèves peuvent utiliser des objets communs pour se transformer et découvrir les personnages. L'atelier comprendra une présentation du travail de masques d'étudiants précédents, un projet pratique aboutissant à la création d'un masque, et une exploration théâtrale culminante de votre masque de personnage.

Un accent sera mis sur la création de masques originaux et individuels qui permettront aux élèves (et à leurs enseignants!) d'explorer leurs propres processus de création, chacun à son propre niveau. Grâce à l'utilisation de matériaux recyclés, de vieux vêtements et de quelques fournitures d'artisanat simples, les participants à l'atelier découvriront un moyen super créatif et peu cher pour fabriquer et utiliser des masques de personnages dans le cadre de leurs activités de classe. **[MAX 20]**

### **VISUAL ART**

#### **Printmaking, Janet Davis [7-12]**

Participants will receive instruction on how to design and carve a small linoleum printing plate, roll ink onto the plate, and print the image onto natural fibre paper using a table top method. Instructor Janet Davis will also discuss the different forms of printmaking to bring better understanding of the medium.

#### **Artist Book Making, Tara Bryan [7-12]**

Book structures are easy to learn and can be used for all sorts of projects, from pocket sketchbooks to maps to special reports and story books that can be photocopied to make an edition. In this workshop, participants will readily use accessible materials to make a series of folded book structures and learn to add simple pop-ups. Basic folding and cutting skills and a willingness to play are all that's required! **[MAX 30]**

#### **Animation and Digital Storytelling, Julie Lewis, K-6**

Once upon a time, I came home, and there was a lion on my bed. I made pancakes, lured him away, and tried to tell my brother, but he didn't believe me . . .

Storytelling has not changed for centuries, and a good story should have fun drawings for children to create. With simple (I promise!) , free, downloadable software, some paper, and a scanner or camera, children have the ability to use mathematics, storytelling skills, and reasoning to create their own animated cartoons. Using sheets of paper in sequence, the children create a story as a digital leica reel.

In one week, a real 3-5 minute film is something a class is really proud of! Examples from Disney's artist Francis Glebas, in 'Directing a Story' (Pocahontas, Aladdin), will be highlighted. **[MAX 40]**

#### **Sculpture, Annette Manning [K-6]**

Participants will create hanging mobile artworks using objects found on a walk in the park or woods and wax paper/melted crayon drawings. A beautiful light-catching mobile is created from drawing simple shapes and melting crayon shavings on wax paper. **[MAX 25]**

**More to come, so be sure to check back!**